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ABSTRACT

An estimated 820,000 adults were enrolled in Federally-funded adult basic education projects during the 1971-72 school term. A total of $36.7 million was expended in projects operated during the 1971-72 school term and the 1972 summer school term. Expenditures were primarily for direct educative services and supporting services. Direct educative services accounted for an estimated $25.9 million (70.5 percent). Of that total, $13.6 million was expended on English language arts, reading, and social sciences; $4.1 million for natural sciences and mathematics; $3.8 million on vocational training; and $4.4 million on other services including textbooks, cultural activities and studies, and special curricula for the handicapped. Supporting services accounted for $10.3 million (28.1 percent) of the total Federal expenditure. Approximately $4.5 million of that was spent for administration and information dissemination. A total of $203,000 was spent on program development. Expenditures for other services including testing, psychological and guidance services, library resources, and audiovisual materials, amounted to $5.0 million. Together, direct educative services and supporting services accounted for 98.6 percent of all money expended. Other services, including maintenance and operation of plant, fixed charges, ancillary services, and capital outlay, accounted for $516,000 (1.4 percent). (Author/PR)

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JUL 1975

CONSOLIDATED PROGRAM INFORMATION REPORT

THE ADULT BASIC EDUCATION PROGRAM

1971-72 REGULAR AND 1972 SUMMER SCHOOL TERMS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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NCES 75-309B

The Adult Basic Education Program

by

Stephen M. Anderson

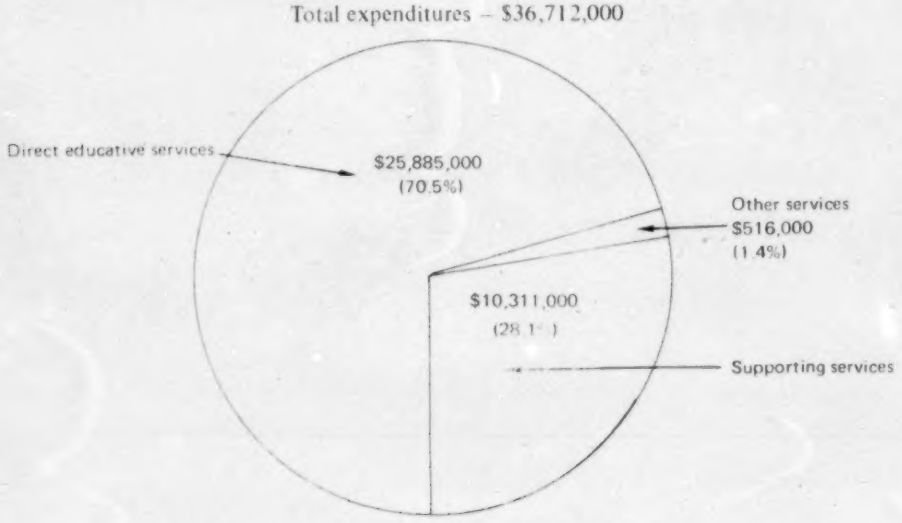
The Adult Education Act authorizes formula grants to States to encourage the establishment of adult basic education programs by local education agencies or private nonprofit agencies. Priority is given to the instruction of adults functioning at or below the 8th-grade level in basic English language skills. Funding for programs of instruction above the 8th-grade level is allowable only when school districts have met the basic needs of the adults functioning at lower levels.

Participation

An estimated 993,000 adults participated in adult basic basic education projects supported with Federal funds under P.L. 91-230 (ABE projects) and other adult education programs operated by local education agencies during the regular 1971-72 school term. The majority of the participants, an estimated 820,000, were enrolled in ABE projects, according to *Adult Basic Education Statistics* (DHEW Publication No. (OE) 74-11413).

Expenditures

A total of $36.7 million in funds authorized under P.L. 91-230 was expended in projects operated during the 1971-72 regular school term and the 1972 summer school term. Expenditures by local education agencies were primarily for direct educative services and supporting services, as illustrated below.



Direct educative services accounted for an estimated $25.9 million, or almost three-fourths of all Federal expenditures for adult basic education. Of that total, $13.6 million, or well over half, was expended on English language arts, reading, and social sciences. Reading accounted for $6.1 million, just under 24 percent of all expenditures for direct educative services.

An additional $4.1 million, or around 16 percent of the total spent for direct educative services, was spent for natural sciences and mathematics. A total of $3.8 million, almost 15 percent, was spent on vocational training. The remaining $4.4 million, or 17 percent, was spent on other direct educative services. Included in this category were expenditures for textbooks, cultural activities and studies, and special curriculums for the handicapped.

Supporting services accounted for $10.3 million, slightly over one-fourth of the total Federal expenditures. Almost one-half of the total amount expended for supporting services, $4.5 million, was spent for administration and information dissemination. A total of $203,000 was spent on program development. Expenditures for other supporting services, which included, among others, testing, psychological and guidance services, library resources, and audiovisual materials, amounted to $5.0 million.

Total expenditures under P.L. 91-230 for personnel development for 5,752 local education agency staff members amounted to $563,000 (for an average of $97.90 per staff member trained). Expenditures by type of staff were:

- $413,600 for 4,802 teachers
- $ 72,663 for 270 teacher aides
- $ 76,874 for 680 other professional and nonprofessional staff

Together, direct educative services and supporting services accounted for 98.6 percent of all money expended under P.L. 91-230 in adult basic education projects operated by local education agencies. Other services, which included maintenance and operation of plant, fixed charges, ancillary services, capital outlay, etc., accounted for $516,000, or 1.4 percent of the total.

Methodology

The Consolidated Program Information Report (CPIR) was designed to provide statistical information about Federal educational aid programs at the local level. The CPIR survey collected data in relation to both specific programs administered through the U.S. Office of Education and pupil population groups specified by legislation as target populations. These data focused on the characteristics of the children who participated, the total staff involved, and all expenditures incurred in the operation of Federal programs by local school districts.

In the collection of data for the 1971-72 regular and 1972 summer school terms, the national sample in the CPIR survey was a stratified random sample of local education agencies having enrollments of 300 or more pupils taken from a universe of approximately 12,000 local education agencies. These local education agencies were assigned to one of five strata according to enrollment size, and then selections for the national sample were drawn at random from each stratum. Of the 1,108 local education agencies selected as the sample, 992 (97.4 percent) responded to the survey, and imputations using peer districts were made for the remaining 26 nonrespondents. National projections of these reported data items were calculated using conventional weighting techniques.

Since the data derived from the CPIR are based on a sample, they are subject to sampling error. In this study, the sampling error is a measure of sampling variability such that the chances are about 2 in 3 that an estimate from the sample would differ from the result of a census of all local education agencies with enrollments of 300 or more pupils, using the same procedures, by less than the sampling error. However, the sampling error does not include systematic error or bias such as might affect the data in any survey. Relative sampling errors for the estimates in this publication are as follows:

Pupil participation	1.6% or less
Expenditures	8.5% or less
Staff training participation	6.5% or less
Expenditures for staff training	8.5% or less.

Consider the following example:

The estimated expenditures for the training of staff (personnel development) were $563,000. The relative sampling error for expenditures for staff training is 8.5 percent, which gives a total

sampling error of plus or minus $47,855 (.085 x $563,000). Thus, due to sampling error alone, there are 2 chances in 3 that the estimated expenditures would vary no more than from $515,145 to $610,855 in a census of all local education agencies with enrollments of 300 or more pupils.

Apart from the national projections, the CPIR also collected universe data on ESEA title I migrant projects, title III supplementary centers, title VII bilingual projects, title VIII dropout prevention projects, and Follow Through projects.

For further information, inquiries should be addressed to Yeuell Y. Harris, Chief, Survey Design and Implementation Branch, National Center for Education Statistics. Project officers for the CPIR were Anita V. Turner and Beulah K. Cypress.